Graduate Student Handbook, 2010-2011

Master of Arts in Geography
Master of Science in Geography
Including GTA Guidelines

Department of Geosciences
Oregon State University
104 Wilkinson Hall
Corvallis, OR 97331-5506

541-737-1201
http://www.geo.oregonstate.edu
INTRODUCTION

This handbook was developed to provide guidance for students working toward a Master’s in Geography at Oregon State University. Students are encouraged to provide suggestions for the improvement of the handbook by contacting Stacey Schulte in the Department of Geosciences office (541-737-1221 or stacey.schulte@oregonstate.edu).

DEPARTMENT OF GEOSCIENCES OFFICE ● 104 WILKINSON HALL ● 541-737-1201

Department staff consists of the following:

Melinda Jensen, Office Manager
Melinda can assist you with office assignments, building keys, mailboxes, textbooks for courses you are teaching, room reservations, office supplies, driver authorization forms, etc.

Stacey Schulte, Student Affairs Coordinator
Stacey maintains your graduate program files, assists with all things related to your graduate program, prepares the TA/RA notice of appointment letters, coordinates student hourly employees, maintains the TA/RA student budget spreadsheet, maintains the department web pages, coordinates orientation, TA training and the department picnic, etc.

Renee Freeman, Receptionist and Environmental Sciences Graduate Program Assistant
Renee answers the main office telephone, maintains and assists with all things related to the Environmental Science graduate program, assists with purchasing supplies, etc.

We are all available to help with department office machines and any questions you may have.

GRADUATE SCHOOL ● 300 KERR ADMINISTRATION ● 541-737-4881 ● GRADUATE.SCHOOL@OREGONSTATE.EDU

Forms for your graduate program and all other necessary forms are available on the web at http://oregonstate.edu/dept/grad_school/. Click on “Graduate Forms.”

The OSU Graduate School Survival Guide, a step-by-step guide to working toward your master’s degree can be found at http://oregonstate.edu/dept/grad_school/current/success.html.

OSU Graduate diploma and commencement deadlines: http://oregonstate.edu/Dept/grad_school/current/deadlines.html.

Information that applies to both masters and doctoral degrees can be found at http://catalog.oregonstate.edu/ChapterDetail.aspx?key=38.

The Graduate School will be pleased to answer questions on these or any other degree requirements. Please call 541-737-4881, stop by the Graduate school office on the third floor of Kerr Administration Building or email them at graduate.school@oregonstate.edu.
GENERAL INFORMATION

The Department of Geosciences main office is located in 104 Wilkinson Hall. It is open from 8:00 am to 5:00 pm Monday through Friday. The staff can answer questions that you may have or help you find the answers.

SIGN UP FOR YOUR ONID ACCOUNT

If you haven’t already done so, you must sign up for an ONID account. This account is used by university personnel for all official university communication with you. For more information go to http://onid.oregonstate.edu/ and click on the “Sign up for ONID” link on the left hand menu bar.

SIGN UP FOR YOUR GEO ACCOUNT

You have probably already signed up for your GEO account, but if not, please see Stacey. Your GEO account is an email account provided by the department. These email addresses will be added to the various mailing lists. They will also be used by Mark Meyers to program permissions into the servers so you have access to the lab computers and printers. Both the ONID and GEO account can be forwarded to another email account if you prefer to use only one account.

UNIVERSITY ID CARD

The OSU Card is the official identification card for students, faculty and staff. It functions as a meal card, library card and more. The ID Center is located in B094 Kerr Administration Building. See http://oregonstate.edu/fa/businessaffairs/idcenter for additional information.

THE MEMORIAL UNION (MU) AND THE OSU BOOK STORE

The MU has conference rooms, study rooms, a lounge, several restaurants, a recreation center and a convenience store. The OSU Book Store is located at the east end of the MU. The lower level sells books and has a check cashing service, a post office and drop boxes for utility bills. The main floor sells supplies, gifts, CDs, etc. They also sell computers, printers, software and supplies, often at educationally discounted prices.

TRANSPORTATION

If you prefer to drive and park on campus, a student parking permit may be purchased at the Parking Services Office located in Adams Hall. Specific information about parking on campus is available at the Parking Services web page http://oregonstate.edu/facilities/transit_pkg/index_pkg.html.

Many students and staff use bicycles as their transportation of choice. You should consider registering your bicycle with Campus Security in Cascade Hall (http://oregonstate.edu/dept/security/). Bike theft is a problem on campus so you will need to keep your bike securely locked at all times. Bicycles have been recovered after being stolen and the registration will help Campus Security identify the owner.

There is a free campus shuttle bus that runs during the academic year. There are two buses covering campus with 19 designated stops but the drivers will stop for you anywhere along the route if you flag them down and will also drop you at any spot along the route. Consult their web page for the route and designated stop locations -- http://oregonstate.edu/facilities/transit_pkg/shuttle_pkg.html.

Your OSU Card entitles you to ride the Corvallis Transit buses for free. Schedules are available in many locations on campus and are also online at http://www.ci.corvallis.or.us/index.php?option=content&task=view&id=467&Itemid=410.

Corvallis Transit System (CTS) and the Associated Students of Oregon State University (ASOSU) have partnered to provide a late-night service. The 'Beaver Bus' schedule runs fall term through spring term. See the Corvallis Transit web address above for the schedule.
Saferide is a service offering free transportation to and from campus for all OSU students. The program is coordinated through ASOSU and is paid for entirely by student fees. To schedule a ride, call 541-737-5000. Please review the policies, boundaries and hours of operation at [http://asosu.oregonstate.edu/saferide](http://asosu.oregonstate.edu/saferide) before scheduling a ride. Saferide is a service dedicated to assault prevention, providing education & safe transportation to OSU students. If you would like more information on services, programs or activities available through Saferide, please call 541-737-2252 or [emailasosu.saferide@oregonstate.edu](mailto:emailasosu.saferide@oregonstate.edu).

**RECREATION**

There are lots of opportunities for recreation in and about the Corvallis area. The Cascade Mountains are approximately 60 miles east of town and the Pacific Ocean is approximately 55 miles west. Locally there is a bike path along the Willamette River, hiking trails in McDonald Forest, and many city parks for picnicking. Drive up Mary’s Peak for a picnic and hike to the top for an excellent view of the valley. On campus, Dixon Recreation Center has many ways for you to stay in shape and have fun. The Outdoor Program rents campus equipment, canoes, etc and organizes many trips during the year.

**HEALTH**

Student Health Services is located in the Plageman Building (across from Weniger) and has a variety of services to help you maintain your physical and mental health. Their web site ([http://studenthealth.oregonstate.edu/](http://studenthealth.oregonstate.edu/)) provides a great deal of information on their services including health insurance.

The Benton County Health Department (541-757-6835) and the Benton County Mental Health Clinic (541-757-6844) provide a number of services (including required vaccinations) on a sliding scale fee basis. They are both located at 530 NW 27th Street. Please call for additional information and/or an appointment.

**THE BAROMETER**

The Barometer is the free student newspaper published Monday through Friday during the academic year. A copy of The Barometer can be picked up in several locations on campus including the black wooden kiosk on 26th near Wilkinson Hall.
PROGRAM AND UNIVERSITY POLICIES

OSU VEHICLES

Authorization is required to drive university vehicles. Forms are available from Melinda in the department office or on the Motor Pool web site. If you will be driving a passenger van, you must take the test and watch the video available on the following web page before leaving on the trip. The video and test can be found at http://motorpool.oregonstate.edu/safety/vansafety.cfm.

JOBS AND POSTING PUBLIC NOTICES

The bulletin boards outside room 104 will have a variety of information posted on them throughout the year. You will find information on upcoming seminars, classes not in the schedule, photos of faculty and current graduate students, job openings, internships, and activities on and off campus. Keep an eye on what is posted and if you have anything you would like to post, please see Stacey in the department office.

ELECTRONIC COMMUNICATION

There are a number of ways the department staff disseminate information to students, faculty and the public. One way is the department web site. There is a directory on the web listing faculty, staff and graduate students. There is also a paper directory prepared at the beginning of each year and your GEO email will be added to the appropriate mailing list (i.e. geology graduate students).

Both federal and state laws permit Oregon State University staff to release “directory” information to the general public without the student’s consent. Directory information includes: name, current mailing address and telephone number, current ONID e-mail address, campus office address, class standing, month and day of birth, major field of study, full-time or part-time enrollment status, status as a graduate teaching assistant or graduate research assistant, participation in officially recognized activities and sports, dates of attendance, degrees and awards received, dates(s) of degrees(s), and most recent previous educational institution attended by student.

Students can prohibit the release of directory information to the public by signing the Confidentiality Restriction form available from the Registrar’s Office. It will NOT prohibit the release of directory information to entities of Oregon State University that have a “need to know” to accomplish their required tasks. It further will NOT prohibit Oregon State University departments from including your name on mailing lists for distribution of materials that are essential to your enrollment at Oregon State University. For more information, refer to the Student Records-Right to Privacy section at http://catalog.oregonstate.edu/ChapterDetail.aspx?key=378#Section2658.

If you decide to have your directory information officially restricted, please make sure you inform Stacey in the department office.

OFFICE SPACE POLICY

It is the implied, but not guaranteed, intent of the program to provide office space for graduate students during their studies at OSU. Having an office is a privilege. If you have concerns about your office space or are not using the space, please let Melinda know so she can assign the space to someone else if needed.

You will probably find your office is not very clean when you first step into it. That is because, to save money, OSU cut the janitorial service back to bare bones years ago. So, it is up to each of us to do our part to keep the department clean. General things to keep in mind—keep your office clean, respect your office mate(s) and take ALL your possessions when you are finished with your program. Clean up your space when you move out. Cleaning supplies are available in the department office if you need them.

If you have not already gotten your building keys, you may find a key request slip in your mailbox. If not, see Melinda in the department office. Take the key request to the Key Shop located on 15th just south of Kerr Administration. You will be required to
pay a deposit on each key but it will be refunded when the keys are returned. If you teach an 8:00 am class, you may get a key to your classroom to assure time to set up and get ready for class.

Please be sure to **completely** close outside doors during evening and weekend hours. The handicap entrance to the Burt/Gilfillan breezeway often does not latch properly. Remember to lock your office door and lab doors when you leave. Do not let unauthorized persons in the building. If an individual has business in the building, they should already have a key or can get one from Melinda. DO NOT prop open outside doors! Keep your afterhours permit with you if you are in the building in the evening or on weekends just in case Security comes through the building. If you do not have your afterhours permit, you will be asked to leave the building. Melinda will be issuing afterhour’s permits to all graduate students.

**TRAVEL TO PROFESSIONAL MEETINGS**

Travel to professional meetings is highly encouraged as one of the best professional development activities a student can undertake. This is an excellent way to present your research results to a broader audience, while gaining valuable feedback, to network with scholars in your discipline(s), and polish one’s public speaking skills and confidence. If working as a GRA on a professor’s research project, you should ask that professor what opportunities for presentation and travel funds might be available.

For geography students, there is a limited amount of travel funding available to help students get to conferences to present their research. If you have travel plans to an academic conference for winter or spring term, and would like to apply for funding, please send the following information to Chair Aaron Wolf by the end of November: 1) the title of the meeting; 2) the abstract you are planning on submitting; 3) the name of your major advisor; and 4) a budget for your travel.

Most awards are in the $200-500 range and can often be matched by the College of Science Student Travel Fund (http://bit.ly/a64avH). In addition, if your research relates specifically to water policy, please again contact Professor Wolf about student water resources travel awards.

For geography, geology, or water resources students, there may also be travel funds available year-round for meetings, as well as professional development workshops, in the Lydia Departmental Dog Memorial Fund (http://bit.ly/82nIG5). Please contact Professor Dawn Wright for more information.

**USE OF CAMPUS TELEPHONES**

There are no telephones in student offices but messages can be left on the department phone and will be put in your mailbox. The department telephone number is 541-737-1201. University phone numbers have the prefix 737 or 713. When calling from one campus telephone to another, dial the last five digits of the phone number. When calling a local number, you must first dial 9 to get an outside line, then the area code and number. You need an authorization code or personal calling card number to make long distance calls. Check with your major professor for an authorization number.

**USE OF THE DEPARTMENT COPY MACHINE**

The department copy machine may be used by anyone for university business during office hours. If assistance is needed to operate the machine or if there is a malfunction, ask department office staff for assistance. It is also available for personal copies for a small fee (10¢ per page and overheads are 35¢). You DO NOT have to pay for materials you are preparing for a class you are teaching, but you DO pay for copying your personal class materials. Payment goes in the milk can bank on Stacey’s desk.

The photocopier has a wonderful scanning feature that is available to all. When a document is scanned, it will automatically go to the email of your choice. Melinda will be adding your GEO email address to the list so you can scan items to your own email inbox.

Having Printing and Mailing Services produce your copies is usually less expensive than copying volumes on the department photocopy machine. They can turn around simple copy projects in 2-3 days. If you plan ahead, you can utilize their services and save yourself a lot of time in front of the department machine. This also frees up the machine for others to use. Please check with the office staff for assistance with preparing a printing order for Printing and Mailing. We are happy to help.
USE OF THE FAX MACHINE

The department fax machine may be used by anyone for university business during office hours. Using the department fax machine to send a personal fax costs $1.00 for the first page and 50¢ for each additional page. There is no charge for incoming faxes. The department fax number is 541-737-1200.

OFFICE AND CLASSROOM SUPPLIES

The department office has a limited supply of paper, pencils, pens, tape, etc to be used only for teaching or research assistant duties. Personal supplies for research are to be obtained from your major professor.

Department letterhead is to be used for official business only. Use for personal purposes such as expression of opinion about university issues is specifically prohibited. If in doubt, seek advice from your major professor or the department administrative staff.

CAMPUS AND US MAIL

The department office has a place to drop campus and US mail and supplies for various express mail services. You may have personal mail delivered to the department. The address is Department of Geosciences, Oregon State University, 104 Wilkinson Hall, Corvallis, OR 97331-5506. Any incoming mail will be put in your mailbox. Outgoing US mail with postage already applied can be put with the outgoing mail in the department office (collected on the end of the front counter), in drop boxes around campus, or at the Post Office in the basement of the OSU Book Store.

DEPARTMENT COMPUTER POLICIES

The Department of Geosciences recognizes and supports Oregon State University’s Network Engineering Acceptable Use Policy. Please consult this link if you have questions http://oregonstate.edu/aup.htm. All student, staff and faculty are responsible for adhering to these policies and those of the College of Science (http://my.science.oregonstate.edu/policies).

Computer support is provided by the College of Science Information Network (COSINe) Help Desk (helpdesk@science.oregonstate.edu, 737-5574, http://my.science.oregonstate.edu). Occasionally the computers will have problems. Please report problems to COSINe. COSINe does not maintain printers in Wilkinson Hall. Please report printer problems to the Geosciences Office, 104 Wilkinson Hall.

The Department of Geosciences has the following computer resources for your use.

Wilkinson 016 – Graduate Student Research Facility – is primarily for the use of Geosciences graduate students. However, any student with an ONID account may use the computers while Wilkinson Hall is open (usually 6 a.m. to 6 p.m. Monday through Friday). Graduate students may obtain a key to this room for afterhours use. There are three HP Compaq dc7600 computers with a 3.4 GHz Pentium 4 processor, 4 GB RAM and 160 GB hard drive and two Dell 960 Optiplex SFF computers each with an Intel Core 2 Quad processor, 8GB SDRAM, and 250GB hard drive. Software is maintained to keep current with most teaching and research needs. Wilkinson 016 has two printers--a black and white laser printer and an ink jet color printer. The printers are only available to Geosciences graduate students, staff and faculty. Users must log on with a College of Science Active Directory account to print. Computers in Wilkinson 016 are managed by Mark Meyers (meyerss@geo.oregonstate.edu).

Wilkinson 208 – Undergraduate Student Lounge -- Computers in this student lounge are available to ALL Geosciences students. There are five HP Compaq dc7600 computers with a 3.4 GHz Pentium 4 processor, 4 GB RAM and 160 GB hard drive. Software is maintained to keep current with most teaching and research needs. Wilkinson 208 has two black and white laser jet printers. One printer is for Geosciences users and one is for ONID users (The ONID Printer). To use the ONID Printer, users must log on with their ONID user account. User’s University account will be charged $0.10 per page. Computers in Wilkinson 208 are managed by Mark Meyers (meyerss@geo.oregonstate.edu).
**The Kiosk** -- This computer is a general use PC available in the first floor lobby of Wilkinson Hall. It is open to all students and is primarily used for checking class schedules, grades, internet exploration and web mail.

**Wilkinson 210 -- Digital Earth Enhanced Classroom** -- This classroom is for TEACHING. Only students registered for classes that are scheduled for laboratories in Digital Earth (laboratory fees applies) will have access to resources in this room. Digital Earth is available for rent ($300 per day for OSU use, $400 per day for all other users, $45/hr. setup fee).

Digital Earth is equipped with 30 student workstations, an instructor workstation, and a file server (\DigitalE). The workstations are Dell small form factor machines with 2.66 GHz Core2 Quad processor, 8.0 GB RAM, 160 GB hard drive and 256 Mb video cards. The server is a Dell Server PV600 with two E5405 2 MHz Intel Xeon processors, 8 GB RAM, and 4 TB of hard drives in a RAID configuration. The classroom also has a Sanyo overhead projector, Sony stereo/receiver, Panasonic DVD/VCR, HP LaserJet 5200 black and white printer with duplexer, a HP Color LaserJet 5500 with duplexer, and a HP DesignJet 800 42” color large format printer (plotter). Computers in Wilkinson 210 are managed by Mark Meyers (meyerss@geo.oregonstate.edu).

**Other Computer Laboratories** -- Several faculty members have computing facilities used for their research programs. These include Davy Jones’ Locker (257), the Tectonics Visualization Laboratory (206), Terra Cognita (204), Hydro Modeling Laboratory (103) and the Vipers Laboratory (127).

Printers are located in Wilkinson 016 and 208 as described above. Computers have appropriate printers already installed. Printing is managed from a print server. Each graduate student is given a $25.00 credit per term. Print jobs are recorded in a print manager database. Per page costs are subtracted from your credit. Current charges for printing are $0.05 per page on a laser jet printer and $0.35 per page on the color ink jet printer. **Credit will not be increased.** The department does role over unused printing credits from term to term. However, a user balance cannot exceed $50.00 and all accounts are reset to $25.00 at the beginning of fall term. Questions regarding printing accounts should be directed to Mark Meyers (meyerss@geo.oregonstate.edu).

Exceptions: Students in their last term and who are preparing their thesis may receive a onetime additional $25.00. TAs that print material for class may get a “reimbursement” in credit. However, printers should not be used as copy machines. Please use the department’s copy machine in Wilkinson 104. Large print jobs should be sent to campus printing (see Melinda or Stacey for instructions).

There is an ONID printer in Wilkinson 208 for your use. Your university account will be charged $0.10 per page. Printers are also available at Student Computing Facilities at various locations on campus. Also check out Student Multimedia Services at http://oregonstate.edu/is/mediaservices/sms/. They have, among other services, large format (poster) printing and thesis printing free to students.

**General Guidelines** -- DO NOT store your files on department computers. These computers are not backed up. If a computer has a problem (virus or hacked) it will be removed without notice. The system will be wiped and re-imaged. All user profiles, pictures, documents and data will be lost.

Questions regarding your personal computers and networking should be directed to COSIne. Check out the FAQ first (http://my.science.oregonstate.edu/selfhelp/).

Please do not try installing software on department computers. Contact Mark Meyers for software installation and updates.

**TEACHING AND RESEARCH ASSISTANTSHIP POSITIONS**

University regulations require all students with an assistantship to register for a minimum of 12 hours each term while on a TA or RA assignment. Graduate assistants may register for a maximum of 16 credits, but are advised to confer with their major professor or program director to avoid a potential overload. Students on an assistantship can maintain their full time status and avoid overloading themselves with coursework by signing up for GEO 503 Thesis (1-16 hours) to “top up” their credits to the 12-16 credit level.
Since GEO 503 credits get an R grade (research continuing), they are not calculated in the grade point average. Thesis students can list only six GEO 503 credits on their graduate program, but the GEO 503 enrollment limit is 16 credits per term.

“As a condition of their academic appointments, graduate teaching and research assistants are required to register for three credits above the minimum full-time load (i.e., a minimum of 12 credits) each term of the appointment during the academic year (fall, winter and spring). During summer session, a minimum registration of 9 credits is required for graduate assistants. Audit registrations and enrollment in OSU Extended Campus courses may not be used to satisfy enrollment requirements for graduate assistant salary/stipend, tuition remission or health insurance benefits.” [excerpt from the Graduate School website]

If you have a teaching assistantship, you can pick your textbooks for classes from Melinda (or check your mailbox). Do NOT buy them at the Book Store unless instructed to do so. Textbooks are to be returned to Melinda at the end of each term.

TAs are part of a collective bargaining agreement negotiated between OSU and the Coalition of Graduate Employees (CGE). For these TAs, terms and conditions of employment for service not required as part of their degree requirements are prescribed in a collective bargaining agreement (see http://oregonstate.edu/admin/hr/gradstud/home.html for more details).

BEING A TEACHING ASSISTANT IN GEOSCIENCES

Welcome to teaching in Geosciences at Oregon State University! Most of you have come to OSU with a primary focus on receiving advanced training in geography, geology and water resources, and all of you are hopefully excited about your classes, your research projects and your new colleagues and professors. In addition, we hope that you will be equally excited about teaching in the Geosciences! Teaching is one of the benefits of graduate school – not only is it a way for you to pay for your education, but it is a chance to contribute directly to the enterprise of education.

Some of the most rewarding experiences as a graduate student will come from being a TA. It is in this environment that you will have an opportunity to pass on your excitement for Earth sciences to others; to be a leader by helping students to learn about the Earth, its environment, its people and cultures; and to serve others as you yourself have been served. There are few experiences more rewarding than explaining a key concept that lights a spark or opens a new world for a student!

In addition to the rewards of teaching, there are also responsibilities. As a TA, you play a key part in the students’ education and you represent the Department of Geosciences and the University, as well as the geography and geology professions.

The purpose of this document is to assist you in preparing for and thinking about being a TA. We know that you are learning the art of teaching and we will help you get started and achieve that goal.

Classroom Presence – Your presence in the classroom – how the students perceive you in relation to the class and the material – has a large effect on the success of the lab or recitation. Your classroom presence is a mixture of art, forethought, common sense, acting, creativity and your skill at interpreting concepts for the students. It is worth thinking through how you want to be perceived in the classroom and how different attitudes, actions and presentation styles will affect your success.

Leadership in the Classroom – A personal relationship with students is easier in the small lab or recitation than in the large lecture section. However, too much self-identification with the students (“I’m just like you”) can make it difficult to maintain the necessary leadership role. This can have negative consequences on the students and on your ability to motivate and lead them.

Take the subject matter seriously – it’s important – but be pleasant and open to the students.

Do not hesitate to say “I don’t know, but I will check” (and then do so). This is far better than conveying misinformation.

Professional appearance and dress is a visual cue to the students that you are the leader of the class, that the material is important and that the students are important to you. Note that professional dress varies from one class to another – in field methods it may be hiking boots and outdoor clothing, while in a recitation section casual business attire is appropriate.
Be professional in other ways as well. For example, many students have weak writing skills and may send you emails that are misspelled or otherwise poorly written. Be a good example by responding with well written answers that you have spellchecked! emails w no punctuashun or capitalization and badd speling just reinfor bad habbits... you see what I mean. When communicating with students via email, it is important to use full sentences and properly spelled words.

Do not cancel or dismiss the class early except when authorized to do so.

Be early to recitation or lab to make sure the room is ready, the doors are unlocked and that you are ready to go.

Get to know the students’ names, if possible. This helps with your leadership position, but it also communicates to the students that they are valuable individuals. One or two formal roll calls at the beginning of each term followed by informal roll calls, which can easily be combined with handing back graded papers, can be used to familiarize you with the names of students.

Grading should be appropriate to the work and not inflated. Inflation of grades doesn’t help the student and it makes the next instructor’s job more difficult (not to mention their first boss’s job). It is a basic form of respect to give the grade that the work deserves.

Optimism rather than pessimism goes a long way toward making a class run smoothly. Discontent is feed by comments about a lousy budget, lab room or lack of resources. You and others may have to deal with this discontent later. At the same time, explanations as to why facilities are what they are may be helpful. Be judicious.

Respect for students -- In all circumstances, you must show respect for students. Not only is this a moral and professional responsibility, but a legal one as well.

Students are generally less knowledgeable about the course material. Be careful not to communicate (usually unintentionally) that you think the student is unintelligent, had a bad education or is in any way inadequate. Students are often nervous or uncertain of their skills and in many cases will be in your class because they are fulfilling a distribution requirement. You can help them greatly by being encouraging.

Students come from a great variety of backgrounds and perspectives. Students will be of all ethnic groups, religions, beliefs, abilities, and so forth. Some will be more conservative than you, some more liberal. Treat each student the same. In all cases, they deserve and must be given the same respect that you would want if you were in their seat. OSU, in compliance with state and federal laws and regulations, does not discriminate on the basis of race, color, national origin, religion, sex, sexual orientation, marital status, age, disability or veteran’s status in any of its policies, procedures, or practices. This nondiscrimination policy covers admission and access to, and treatment and employment in, University programs and activities, including but not limited to academic admissions, financial aid, educational services, and employment. OSU’s full policy is available at http://oregonstate.edu/dept/affact/osu-discrimination-and-harassment-policies.

Organization -- Perhaps the single most important thing you can do to make a student’s experience a rewarding one is to make sure your recitation or lab section is well organized.

Be thoroughly familiar with the content of the textbook and other course materials (e.g., the syllabus). If you can afford the time, it is helpful to attend the lecture section (the professor will appreciate that as well). Students will frequently ask you questions that assume you have the same information as the professor (“How much is the final worth?” etc).

Be fully prepared on the topic before each lab or recitation and make sure you have all necessary materials for the presentation or experiment.

Be ready to give out contact information for yourself at the first class meeting – your name, email address, office location, and office hours.
Give out the professor’s information as well – they may have missed it in lecture.

Make sure you are aware of the lab/recitation grading policy and can explain it to the students at the first meeting.

Know and explain lab policies clearly to students – late policy, missed labs, due dates, return of assignments, quizzes, grading, etc. All important information -- late policy and consequences, missed labs, all penalties, due dates and exam dates, return of assignments, quizzes, grading etc. – needs to be explained to the students. If you have control over the syllabus, this should be included there. It is also important to explain OSU’s policy on Academic Dishonesty.

Familiarize yourself with the room before the first section meeting. Make sure you know where the light switch is, where the extra bulbs for the projector are kept and so forth. If you are using a computer and data projector, make sure you have the key combination and CMC’s phone number (541-737-2121). Make sure the room is clean before you start each class (and especially before you start the term). The room should have been left in good condition for you, but don’t count on it! Leave the room in better shape than you found it.

Take all precautions with student assignments to avoid losing them. Keep assignments together in one place (don’t spread them around your office or apartment). Record and keep grades carefully and always keep a duplicate/backup copy of grades, paper and digital.

**Instructional Duties and Responsibilities**

Office hours -- Schedule regular office hours as agreed upon with the course professor and be in your office at the scheduled times. Be willing to make and keep appointments with students who are not free during your office hours. Your office should be kept in a condition that will accommodate office hours for students seeking assistance or arrange to use an alternate space during office hours that will meet this need.

Grades -- Keep an accurate record of all grades and keep a back-up copy in a separate location. This is particularly important when dealing with grades electronically. Loss of grades due to a computer crash is a risk that must be minimized.

Returning Assignments -- It is against university policy to place graded papers in an open access area or to handle student assignments in any way that would allow another person to find out grades, student IDs or any other confidential information. Return assignments directly to the student during class times or office hours. Don’t leave assignments in the hall. You may use the last 4 digits of the student ID number for posting grades, provided that the list is not ordered alphabetically by the students’ names, and provided that you have given the students an opportunity to choose a different number if they want. If you choose to use the last 4 digits of the students ID number, on the first day of class you should announce your plans for this and give students the opportunity to choose a different 4 digits. Using Blackboard is better than using the 4-digit method but is only an option if the instructor for the class is using Blackboard.

Student Confidentiality -- Here are a few guidelines, but for the full policy go to [http://catalog.oregonstate.edu/ChapterDetail.aspx?key=378](http://catalog.oregonstate.edu/ChapterDetail.aspx?key=378).

Regarding students in your class, do not discuss the students in your class with anyone (including their parents, office mates) in a way that would release confidential information. You may, of course, discuss such matters with the course professor, department chair and others who need to know the information to do their job at OSU.

Confidential data is determined by whether or not the student has elected to have their records be confidential. If they have (indicated on the grade roster), then all information about the student is confidential including their existence as a student. All inquiries should be directed to the Registrar’s Office (737-4331) and let the professor know. If the student has not elected confidentiality, then only directory information may be released – student’s name, ONID email address (not any other), and a few other items. See the web page listed above for more details.
Most TA assignments will have duties beyond the recitation/lab. These may include helping with some lectures, preparing materials for lectures, or monitoring exams. Some professors assign a TA to assist in lecture sections of large lectures.

If field trips are planned, request help from Melinda Jensen in the department office to reserve vans or busses as soon as possible; and make sure that you are authorized to drive the OSU vehicle. **Note:** To be able to drive any university vehicle, you must fill out a Driver Authorization Form (available from Melinda). You will need a copy of your driver’s license. If you are driving a 12-pasenger van, you will need to watch a training video and take a test, both available on the web. Allow plenty of time before the field trip to take care of this – best to do it first thing in the term! If the trip is on a weekend, vehicles need to be picked up on Friday from motor pool.

Teaching assistants are responsible for maintaining the appearance of rooms and laboratories they use. Rooms should be returned to a neat condition after use as a courtesy to the next class and instructor. Sinks in the laboratories are to be kept in clean condition. At the end of each term, you should organize with the other TAs for the course to clean the lab. Furnishings, including those in offices, should not be moved from room to room. Rock samples, maps and other equipment should be returned to their proper storage space after each class. Return unused supplies, i.e. answer sheets, excess lab exercises, etc., to the professor or wherever you got them.

Audio visual equipment should be returned to its assigned place at the end of the class (even if there are plans for use later in the day). There is continual demand for use by other instructors. Please use the check-out sheet in room 205 to reserve the TV and VCR, and return the equipment promptly to room 205 after each class. Data projectors and laptops are available for scheduled classes from CMC (7-2121) with at least 24-hour notification. Take any malfunctioning equipment to the department office (Wilkinson 104) and notify office personnel of the specific problem so it can be repaired. Do not return broken equipment to the storage area.

**Problems that May Arise**

Here are a few problems that sometimes occur. With these or any other TA-related problems, it is wise to talk to the course professor.

Make sure that you discuss and understand the class policy on missed or late assignments and missed classes with the instructor. Always proceed in a way that is fair to all students in the class. Allowances may be made for exceptional circumstances and compassion is sometimes needed. One experienced TA had this suggestion. “I found that some students have personal problems and do not contact the instructor beforehand. Then comes the question of late work. In the event late work is accepted, I confirm the problem with the student, the suggested resolution, and the mutually-agreed upon schedule for turning in the late work along with the mutually-agreed upon penalty, if any, in an email. It becomes the "contract" between the student and the instructor. There are no questions about expectations after this exercise.” Note that poor planning by the student is not an exceptional circumstance. Also note that student athletes do not receive special treatment. Although they may miss classes for university events, they are responsible for all work in the course, just as any other student.

OSU's policy on academic dishonesty is available at [http://oregonstate.edu/studentconduct/index.htm](http://oregonstate.edu/studentconduct/index.htm), including resources for how to avoid problems. Basic things to keep in mind include the following:

Let the students know at the beginning of the term that academic dishonesty is a serious issue and that it will be dealt with according to university policy in the class.

Probably the most effective way to avoid problems is to carefully plan assignments and exams such that academic dishonesty is not a temptation. Use multiple copies of exams. Give assignments that cannot easily be copied from a web page and that require independent thought.
Clearly state to what extent you allow students to work together on labs and what portions of the lab write-up are “group” data and which require independent answers. State the policy at the beginning of the term and restate before assignments that may cause problems.

If you are confronted with a case of academic dishonesty, your first responsibility is to document the issue of dishonesty (i.e., make photocopies of student work in question and take good notes as to what happened). Next, contact the professor or department chair immediately to determine the appropriate course of action. You may not extract a penalty for academic dishonesty without consultation with the course instructor or department chair.

OSU’s student conduct policies are available at http://oregonstate.edu/studentconduct/index.htm

Once in a while you will encounter a difficult student. Typical flash points, as you can imagine, are grades and class policies, with more problems developing later in the term. Here are some things to keep in mind.

Firm and fair policies that are clearly explained at the beginning of the term help. Just like all of us, students want to know the “playing field” is fair and what the rules are. Some students will test the boundaries of those policies, and dealing with them in a firm but fair way early in the term may avoid problems later.

Keep the professor informed of problems and resolutions to those problems so that a unified approach can be maintained. Copy emails to the professor, when appropriate.

Avoid arguments with students. If occasions arise in which students confront you with argument, politely indicate that you are not going to discuss it at this time and schedule a time with the professor and the student to discuss the issue. Be sure that the student understands that the professor keeps office hours and will be very willing to discuss the problem.

In a similar fashion, respond calmly to student accusations or complaints – don’t respond to a stressed student by raising your voice or otherwise adding conflict to the situation.

Don’t meet with students in places that could contribute to problems later. Meet in your office or lab and, whenever possible, during university business hours when other people are around.

Don’t place yourself at risk if you feel a student could be physically threatening. If you ever feel threatened by a student, talk to your professor or the department chair immediately about the situation. The campus police number is 7-7000 from a campus phone. (Note that this is a very rare issue, but use common sense.)

Staff in the department office is available if you have questions about who you should talk to regarding any issues that may arise. Please don’t hesitate to talk to any of them.

Communication with the Professor

Your biggest resource as a TA should be the professor responsible for the course. Do not hesitate to contact the professor regarding any issues that you encounter as a TA.

Most professors will arrange a regular (usually weekly) TA meeting to plan the weeks recitations or labs and to solve the inevitable problems that arise throughout the term. If that is not arranged by the professor, take the initiative to suggest a weekly meeting between the professor and TAs. Be on time and prepared for the meetings.

Take the time at the beginning of the term to make sure you understand your responsibilities in the class, what deadlines there may be for special jobs, and so forth. If anything is unclear regarding your duties, it is better to clarify the issue at the beginning of the term than in the middle of the quarter when everyone is busy.
It is important that the lecture and recitation or labs be complementary parts of the whole course. Therefore, the point of view and intent of the professor should be reflected in your presentations. Work out any differences you may have with the professor concerning interpretations during the TA meetings or in private before the class meets – not in front of the recitation or lab section! Any ideas you may have on ways to improve the course, and especially the recitation or lab sections, will be appreciated. Suggestions for improvement made during the TA meetings can provide the building blocks for a better course.

Provide feedback from students to the professor concerning problems which may arise in connection with the course. This is very helpful when the lecture sections are large, i.e., over 100 to 125 students per section, since students may not be willing to approach the professor directly.

Make sure grades and other information about student progress are given to the professor in a timely fashion. Professors are often asked for input from students (and sometimes other student advisors) requiring them to have up-to-date information. In addition, provision of the grades to the professor on a regular basis creates a back-up of grades (check to make sure the professor keeps or enters your updates into data storage).

Einstein once said that creativity is more important than knowledge. If you have an idea on improving a lab or an activity that would make the labs more effective don’t hesitate to share it with the professor teaching the course.

Other Issues

A formal review is made of all professors, instructors, and TAs once each term by the students in each class. The written results of these reviews remain confidential, and are released only to you. The numerical results are released to the department for use in monitoring student satisfaction with courses and instructional staff.

Continuous Enrollment Policy

“Continuous graduate enrollment refers to the policy of requiring continuous registration of graduate students from the original matriculation until all degree requirements are met.” All graduate students in a graduate degree program must register continuously for a minimum of 3 graduate credits and pay fees, regardless of student location, if they will be using any university or department resources (e.g. facilities, equipment, computing or library services, faculty or staff time, including holding exams) until their degree is granted or status as a graduate student is terminated, unless on authorized leave, effective Fall Term 2002.

See Continuous Graduate Enrollment Policy on the Graduate School web site (http://catalog.oregonstate.edu/ChapterDetail.aspx?key=38#Section1804).

Minimum Grade Point Average Requirement

A grade point average of 3.00 (a B average) is required for all courses taken as a graduate student (even if they are undergraduate courses). Grades below C or S/U grades are not accepted on a graduate program.

Remote Participation Policy

It is generally expected that all members of graduate committees should be physically present at all required graduate committee meetings i.e., program meetings, preliminary examinations, and final examinations. However, it is permissible for the student, and/or committee members to participate from a remote location provided all conditions listed on the Remote Participation Form are met and the student submits that form to the Graduate School (with appropriate signatures) one week prior to the meeting. Appeals for exceptions to this policy may be addressed to the Dean of the Graduate School. Contact the Graduate School for complete details.
THE MASTER’S PROGRAM

The master’s program in geography has been designed to give students a pragmatic, applied approach to the advanced study of geography. Areas of strength in our program include resource geography, physical geography, geographic information science, and ecosystem informatics. Each represents a specialization for graduate study, but there is also an overlap between the specialties and every student is exposed to aspects of all areas of concentration. There is opportunity to include course work from other disciplines in programs of study (which may also be incorporated into an integrated minor). Students in our program regularly take complementary classes in the colleges of forestry, agriculture, oceanic & atmospheric sciences, science, and liberal arts.

The master of arts program provides an opportunity for in-depth graduate study, normally in the areas of resource, human or cultural geography. In addition, the Graduate School requires that a master of arts student “show foreign language proficiency (including American Sign Language) equivalent to that attained at the end of a second-year university course in that language with a grade of ‘C’ (2.00) or better....The foreign language requirement for the M.A. degree must be completed before the student takes the final oral examination for the degree.” (OSU Catalog).

The master of science program provides an opportunity for in-depth graduate study in all areas of strength in the department (resource geography, physical geography, geographic information science, ecosystem informatics). There is no foreign language required.

GENERAL PROGRAM REQUIREMENTS

1. **Background and Exit Requirements:** Admission to the graduate program in geography is open to applicants with a bachelor’s degree and strong academic credentials from many different disciplines. Requirements for the M.S. degree are tailored to reflect the diversity of backgrounds of incoming students and to assure that everyone exits the program with a common core of geographic knowledge beyond their particular specialization. This is accomplished through the use of the Program Requirements sheet located on page 22. Background and exit requirements are determined by an audit of the student records prior to first term enrollment. Program requirements include a set of core classes and additional classes selected in consultation with the student’s supervisory committee. Students and advisors should refer to the Incoming Geography Student Audit form and the degree requirement checklist when developing a plan of study.

   As a part of the program requirements, every student is expected to include in his/her activities some experience of a professional nature. For the purposes of geography graduate degrees, each student should include at least two of the following in their work plan before completion of a degree:

   1) preparation of a research proposal;
   2) presentation of research results in a professional context [e.g., professional meeting, internship report to clients, a seminar open to the public (required for thesis students)];
   3) preparation of a competitive grant proposal.

2. **Public Seminars:** Each graduate student on a thesis program is expected to present a seminar related to their thesis subject. The presentation could be made at a regularly scheduled departmental seminar, at the time of the examination, or at a special meeting.

3. **Thesis vs. Research Enrollment for International Students:** It is especially important that international students register for GEO 503 Thesis instead of GEO 501 Research beyond those required on their degree program (three GEO 501 Research credits are required on the research paper option, six for thesis option). Incomplete grades will be assigned to research credits taken beyond those required. The incomplete that is filed by the instructor at the end of the term must include an alternate/default grade to which the incomplete grade defaults, if the student does not make an effort to resolve the incomplete course work within one year of recording the incomplete. Grades of I and F can potentially lead to complications with the USCIS. Thesis credits are assigned an R grade and will not result in complications with the USCIS.
Students on F-1 or J-1 visas must be enrolled for and complete a minimum of 9 credits each term during the academic year to satisfy immigration requirements. All graduate students on an assistantship (GTA or GRA) need to maintain at least 12 state supported credits. Audit or OSU Extended Campus courses do not count toward full time enrollment for OSU graduate students.

Students must receive written approval from International Student and Faculty Services (ISFS) prior to registering for less than a full course of study or dropping below a full course of study. One vacation period is allowed during the academic year, usually taken summer term. See Registration Requirements for Graduate International Students on the ISFS web site at http://oregonstate.edu/international/.

During the final phase of your degree, you may petition to register for fewer than nine credit hours if you have completed all required course work and all credits listed on your specific Graduate Program of Study. If approved, you will need to register for a minimum of three credits. Check with International Student and Faculty Services (A110 Kerr Administration Building, 541-737-6310) for more information.

**THE GRADUATE COMMITTEE**

The composition of graduate committees is governed by the policies of the Graduate School, the Department of Geosciences and the Geography Program. The *minimum* committee sizes are as follows:

| M.A./M.S. (non-thesis) | 1 major professor  
| | 1 department representative  
| | 1 external or minor representative  
| | 0 Graduate Council representative  
| | 3 TOTAL COMMITTEE MEMBERS  
| M.A./M.S. (thesis) | 1 major professor  
| | 1 department representative  
| | 1 external or minor representative  
| | 1 Graduate Council representative  
| | 4 TOTAL COMMITTEE MEMBERS  

As shown above, the graduate committee for the master’s degree consists of a minimum of three graduate faculty members: the major professor, the departmental representative (a faculty member with some experience in the general area of the student’s research), and an external or minor representative.

The major professor assumes principal responsibility for directing research activities. When the major professor is on a courtesy appointment, a member of the Department of Geosciences regular faculty must serve as co-chairperson of the thesis committee and both must sign the approved thesis. Before graduate program forms are submitted to the Graduate School, the geography program director may review thesis committee membership and, in consultation with the graduate committee, call for changes in composition of the committee.

Students admitted as regular graduate students will normally have a major professor who previously agreed to supervise the student’s work. The geography program director will act as a temporary advisor to graduate students admitted without a major professor and suggest appropriate supervisory faculty for in accordance with the student’s interests.

It is the responsibility of the student to seek acceptance by a member of the graduate faculty to serve as the major professor. The decision is made upon mutual agreement between the student and the professor and should be reported to the geography program director.
If the student chooses an optional minor, the minor professor must be from outside the geography program unless the minor is an integrated minor entirely within the geography program (e.g., physical geography or resource geography). Graduate School rules require students to take at least one course from the minor professor’s department.

The external or minor representative ordinarily serves only at the final examination, but may be asked by the major professor to participate in the thesis review procedure if he/she is closely involved in the research.

In the thesis option, a Graduate Council representative (aka GCR) is chosen from a list provided by the Graduate School and is a full voting member of the committee who attends all meetings, exams and the final thesis defense. In the non-thesis option, there is no Graduate School representative on the committee.

No committee is official until approved by the Department of Geosciences and the Graduate School. A Graduate School review will apply the following guidelines:

1. All committee members must be graduate faculty. Adjunct members from other universities or appropriate organizations may also serve if approved by the thesis committee and the Graduate School.
2. The committee must be appropriate to represent the proposed course of study and the relevant degree authority. At least two members must be regular faculty in the Department of Geosciences, as distinguished from courtesy faculty. A list of Department of Geosciences faculty can be found on the department website at http://geo.oregonstate.edu/people/faculty.htm. Note: The Graduate School does NOT allow a Department of Geosciences faculty member to serve as both the department representative and the minor professor.

**ROLES AND RESPONSIBILITIES**

The student should assume the major responsibility for his/her graduate program, follow department and university requirements, meet all deadlines and initiate all steps involved in obtaining the degree. The student should meet regularly with the major professor to discuss progress or difficulties in research, course work or other matters. If experiencing serious difficulties with the major professor, the student should discuss the matter with the geography program director.

The major professor should advise and guide students in their graduate programs, be informed of student progress and difficulties, edit research proposals and theses before they are given to other committee members, encourage active participation in departmental seminars, regional and national scientific meetings and ensure that research, teaching and extended education efforts include advisee students when possible.

Members of the student’s graduate committee serve as experts in certain specialized fields, as interested editorial critics of the student’s writing (especially the thesis), and as participants in the various meetings and examinations held during the student’s program.

Members of the Departmental Graduate Committee are involved in admission of all graduate students, in the review of graduate student progress, and in graduate student matters determined by the department chair or faculty.

The Department Chair ensures that the graduate policy is implemented and department standards are maintained, assists in the solution of major problems that might arise during a student’s program, and as resources and opportunities permit, allocates research facilities for graduate thesis research. For geography students, the geography program director usually acts for the department chair in matters relating to the geography program.

The department staff is available to assist in all matters while you are a student at OSU.
PROGRAM OF STUDY

A Master’s Program of Study form (list of proposed courses) must be filed by all graduate students before the completion of 18 hours of graduate course work. This includes credits reserved as an undergraduate student and hours earned as a post-baccalaureate, graduate non-degree seeking, graduate special student or classified graduate student. A maximum of 15 hours of graduate coursework may be transferred into a 45 hour program. Thirty (30) hours of coursework taken at OSU after admission into a graduate program must appear on the program of study. The Master of Science program of study must consist of a minimum of 50% graduate level stand alone courses (not 400/500 “slash” courses). You will find the Program of Study form as well as other Graduate School forms at http://oregonstate.edu/dept/grad_school/current/forms.html.

A student who does not file a program within the specified deadline will not be allowed to register for the next term. The program of study is worked out under the guidance of the major and minor professors and is signed by the major professor, minor professor and department chair (or geography program director) before filing with the Graduate School. The program of study for each student should include a substantial amount of work with at least four faculty members offering graduate instruction.

Changes in the program may be made by submitting a Petition for Change in Graduate Program form. It is wise to file one change form near the end of your program so that repeated filings are not necessary.

It is the responsibility of each student to reserve rooms for meetings and exam times through the geosciences department office, notify the Graduate School of scheduled exams by using the Exam Scheduling form (available on the Graduate School web site) and remind each committee member of the scheduled meeting or exam. At the time you schedule your oral examination with the Graduate School, you should also apply for graduation if you have not already done so.

Program meetings, preliminary exams and final exams may be held during any period when school is in session. This excludes the periods between the regularly scheduled quarters and during official vacation periods. Student should be aware that most faculty are on appointment for only nine months a year and are unlikely to be available during the three month summer period.

The major professor will chair the program meeting and the examination portion of the preliminary and final oral meetings. The Graduate Council representative will chair the portion of the meetings that involve the evaluation of the student’s performance on a thesis option oral exam.
RESEARCH PAPER AND THESIS

Graduate students are required to demonstrate the ability to define researchable problems, design research approaches, analyze relevant data, synthesize results and report research findings in a succinct and logical manner. The geography program allows students two alternatives to demonstrate their research competence. Student must either complete a research paper or a thesis. The decision is made jointly by the student and the major professor (see Comparison of M.S./M.A. Thesis vs. Research Paper).

THE MASTER'S RESEARCH PAPER

(GEO 501, 3 credits) This is part of a program requiring a minimum of 48 credit hours. Students should enroll in GEO 501 (3 credits) during the final term of residency. Early consideration of the problem, however, is recommended. Some students use ideas and materials from other courses in developing background for their research papers. Students should enroll for GEO 503 (Thesis) to maintain full time status while reducing course load to devote energy to research, even if doing a research paper. Thesis hours are not graded, nor are they listed on the program of non-thesis students. In fact, non-thesis students should strongly consider taking GEO 510 Internship in order to help them develop a viable research project and paper.

The research paper option is designed to expose students to research through a process that is more structured and less open ended than the thesis option. As such, it can be done within one term if a student is well organized. Students often take longer to complete the process. The research paper, limited to 25 pages in length, is done under the guidance of the major professor and will usually proceed through three steps:

1. After consultation with the major professor, the student prepares a proposal, which includes a statement of the problem and the research design. (Examples can be found on page 20. A range of alternatives can be found by using a web search engine and the key words “research proposal format.”)

2. After obtaining approval of the proposal, the student carries out the research and prepares a finished draft of a paper. The major professor will provide at least one critical review of the paper in draft form.

3. The student will prepare a final copy of the research paper. This copy will be awarded a letter grade by the major professor. Only 3 credits of GEO 501 will receive an actual grade. Any additional research credits (and any other courses) which receive an “I” (incomplete) and have not been changed to a grade within one year, will revert to an F grade on your transcript.

There are several points concerning research papers for which firm policy has been developed and implemented. The purpose of this statement is to reaffirm policy and to address several points, which typically generate questions. Each point is addressed below.

1. **Timing:** Oral examinations are scheduled after one bound copy of the research paper has been turned in to the Department of Geosciences and one electronic pdf (portable document format) copy has been submitted to the OSU Scholars Archive. The bound and electronic copies must be exactly the same! See [http://oregonstate.edu/dept/grad_school/current/thesis.html](http://oregonstate.edu/dept/grad_school/current/thesis.html) for more information on electronic submittal of the research paper. A letter grade is assigned after the copies are deposited with the department. There is no formal defense of the paper although the committee members may choose to use the paper as a stimulus for questions. The oral examination will focus on coursework from the graduate program.

2. **Grading:** Grading of research papers completed while the student is enrolled in GEO 501 (Research) will be treated as the grading of any other course. The major professor will aid and advise the student in design and formulation of the research problem and provide a critique of the first written draft of the paper. The student will then rewrite the paper taking into account the suggestions of the major professor and will then resubmit the paper to the major professor for evaluation and grading. The grade received at this point will stand as the final grade for the paper. Other committee members are not involved in critiquing or grading the paper. The grade must be a C or better in order to schedule the oral examination.
3. **Credit:** There is a maximum of three (3) credit hours to be earned from completion of the research paper. Students may elect to register for GEO 501 more than once, although GEO 501 will appear only once in the program filed with the Graduate School.

4. **Length and Scope:** Great effort should be made to scale down the breadth and length of master’s research papers. The papers should be of publishable length and not be a mini-thesis of a length that would be beyond limits generally set by professional journals. The acceptable length of such papers is 25 text pages, double spaced. Appendices are not included in this length, since they can be dropped in the event of publication.

5. **Illustrations:** Any figure referred to in the manuscript must be included in the manuscript, and must be no larger than page size unless included in an appendix.

6. **Major Professor:** The name of the major professor who directed the Master’s student in completion of his or her research paper should be noted on a title page prepared according to the format shown in the Graduate School Thesis Guide (http://oregonstate.edu/dept/grad_school/thesis/thesisguide.pdf).

7. **Format:** The research paper should follow the format of papers published in the Annals of the Association of American Geographers unless the major professor certifies it is prepared for submission to a different journal. A section (Information for Authors) on submitting a paper to the Annals is available at http://www.aag.org/Publications/Annals/docs/Annals-Info-for-Authors.pdf.

8. **References:** References should be cited in the text (i.e., Jones 1985, 26). At the end of the paper, references should be listed alphabetically, see Annals Style Sheet available at http://www.aag.org/Publications/annalsweb3.html. Note that the format for referencing publications in the Annals differs from styles used in other journals.

9. **Appendix:** If there is an Appendix, it is to follow the References.

10. **Headings:** The paper should make proper use of first, second and third-order headings.

11. **Pages before the body of the paper:** The title page should follow the format shown on page 10. More information can be found on the Graduate School web site at http://oregonstate.edu/dept/grad_school/thesis/thesisguide.pdf. Additional pages before the body of the paper should include: a) Acknowledgements; b) Table of Contents; c) a list of Figures (all maps, graphs and photos are listed as Figures); and d) a list of Tables.
THE MAPPING OF EELGRASS IN WILLAPA BAY, WA
AND AN EVALUATION OF C-CAP MAPPING GUIDELINES

By

Christopher J. Hazen

A RESEARCH PAPER
Submitted to
THE DEPARTMENT OF GEOSCIENCES

In partial fulfillment of the requirements for the degree of

MASTER OF SCIENCE
GEOGRAPHY PROGRAM

June 1996
Directed by
Dr. C.L. Rosenfeld
12. **First page of the body of the paper**: The first page of the research paper should take the following form:

   TITLE* (double space if necessary)

   (5 spaces between last line of abstract and first line)

   ABSTRACT: ………………………………………………………………………………………………………………………………………..
   ……………………………………………………………………………………………………………………………………………………………..

   (4 spaces between last line of abstract and first line)

   *The name and address of the author is not to follow the title.

   Body of paper.
THE MASTER’S THESIS

(GEO 503, 6 credits) This is normally a more substantial commitment to research than the research paper, requiring a minimum of 45 credits. Its length is not limited and the process of research, writing and defense often continues over several terms.

The thesis option differs from the research paper option in several ways including:

1. The requirement that the work produced is a substantial original contribution to the body of knowledge in the student’s field;

2. Supervision of the thesis research by a four-member committee including a person chosen from a list of Graduate Council representatives;

3. The thesis style is determined by the Graduate School document, Thesis Guide available at the OSU Bookstore or from the Graduate School web site (http://oregonstate.edu/dept/grad_school/thesis/thesisguide.pdf). The Graduate School examines every thesis to ensure compliance. A “publishable papers” (manuscript) option is one way of meeting thesis requirements. The MS option is usually two publishable papers, which must be related in their overall research theme. A publishable paper is one that is targeted to a specific journal, is in the format and length required for submission to that journal, is deemed publishable by the student’s graduate committee and the major professor must agree to the option before the student proceeds; and

4. A copy of the pretext pages of the master’s thesis must be presented to the Graduate School for editing when scheduling the final oral examination. Additional copies of the thesis are distributed by the student to members of the examining committee.

Since the thesis must meet the approval of a four-member committee, the major professor will insist on a high quality product. If the work does not meet this standard, it will be redone, or revisited, as often as necessary to meet the major professor’s expectation for a defensible document. When the major professor is satisfied with the product, a defense is scheduled. A successful defense is determined by a vote of the committee. Even at the defense, committee members may insist on further revisions of the thesis before it is accepted. The Graduate School rules provide for a maximum of six weeks for revisions after the defense. If more than six weeks elapse, a re-examination of the student may be required.

The oral defense will focus on the thesis, although questions pertaining to coursework are allowed. After a successful defense, one revised bound copy of the thesis is turned into the Department of Geosciences office, one revised unbound copy is delivered to the Graduate School to be put on permanent deposit in the OSU Library and one electronic pdf copy is submitted to the OSU Scholars Archive. See http://oregonstate.edu/dept/grad_school/current/thesis.html for more information on electronic submittal of the thesis.
COMPARISON OF THE M.S./M.A.THESIS VS. RESEARCH PAPER PROJECT

By Julia Jones, February 2004

The most important decisions a M.S./M.A. student makes during his/her program are to choose an advisor, a set of courses and a research topic. The research topic must be described in a written document, which can take the form of either a thesis or a research paper project. The advisor and student decide which format is best suited for the student’s research. Many factors are involved including the nature of the research topic, the student’s circumstances, time frame and career plans, the advisor’s time availability, level of interest and expertise in the topic, and the availability of funding. Please consider the facts in the table on the next page when making your decision.

<table>
<thead>
<tr>
<th></th>
<th>Thesis</th>
<th>Research Paper/Project</th>
</tr>
</thead>
<tbody>
<tr>
<td>Form</td>
<td>Up to 75 or 100 pages, entire document must be formatted according to Graduate School requirements.</td>
<td>25 pages maximum, format is choice of student and advisor</td>
</tr>
<tr>
<td>Permanent Record</td>
<td>One unbound copy of the final thesis is submitted to the Graduate School, one bound copy is submitted to the department office, one copy submitted to ScholarsArchive</td>
<td>One bound copy submitted to the department and one copy to ScholarsArchive.</td>
</tr>
<tr>
<td>Content</td>
<td>Original work by the student including original questions, data analysis and writing; may involve primary data collection by the student.</td>
<td>Original work by the student including original questions, data analysis and writing; often does not involve primary data collection by the student.</td>
</tr>
<tr>
<td>Funding</td>
<td>Student typically supported by research funding for one or more quarters of data collection and one or more quarters of data analysis and writing. Funding may be from research grant obtained by advisor or student job with an agency.</td>
<td>Student should be able to complete data analysis and writing during a summer or an academic quarter while supported by a non-project source of funding such as a summer job or assistantship.</td>
</tr>
<tr>
<td>Committee Structure</td>
<td>Committee contains advisor, two additional committee members and graduate representative.</td>
<td>Committee contains advisor and two additional committee members.</td>
</tr>
<tr>
<td>Editing and Feedback</td>
<td>Multiple drafts of thesis are reviewed by advisor; committee members may (but may decline also) review parts.</td>
<td>Draft of paper is reviewed by advisor one time.</td>
</tr>
<tr>
<td>Assessment and Grading</td>
<td>All committee members review the final draft and provide comments or changes at the defense.</td>
<td>Advisor reads final draft and assigns a letter grade. Grade must be B or better for MS degree.</td>
</tr>
<tr>
<td>Role in MS Defense</td>
<td>All students give an oral presentation open to the public. After the presentation, a thesis student is examined by the MS/MA committee, primarily on the thesis but also on related coursework.</td>
<td>All students give an oral presentation open to the public. After the presentation a project, student is examined by the committee, primarily on coursework but also on the project.</td>
</tr>
<tr>
<td>Likelihood of Publication</td>
<td>There is little difference in the likelihood of publication of a thesis compared to a project, based on the experience of the OSU geography program. A publication from the master’s is principally useful to the student who intends to continue in graduate school or whose job requires publication. Publication of an MS/MA thesis or paper may also benefit advisors and committee members who are co-authors, particularly when the research makes a contribution in their area of expertise. Publication of a thesis depends mostly on the efforts of the authors, including the student and his/her advisor and committee members. The process can take several years after the defense.</td>
<td></td>
</tr>
<tr>
<td>Work Required to Publish</td>
<td>About 25% of geography theses have been published. Refinements of both formatting (length, organization) and content (ideas, exposition) are required to convert a research paper (thesis or project) into a submittable manuscript. Because a submittable manuscript is generally short (25-35 pages) a thesis typically has to be edited down by about 2/3 before it can be submitted. However, because it has been edited more, the ideas may be more mature.</td>
<td>About 5% of geography research papers have been published. Refinements of both formatting (length, organization) and content (ideas, exposition) are required to convert a research paper (thesis or project) into a submittable manuscript. Because a submittable manuscript is generally short (25-35 pages) a project may be suitable for submission in terms of length. However, because it has been edited less, may require more thinking and refinement.</td>
</tr>
<tr>
<td>Thesis</td>
<td>Research Paper/Project</td>
<td></td>
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<td>----------------------------------------------------------------------</td>
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</tbody>
</table>

Eligibility for PhD

Admission to a PhD program depends on the student’s motivation, finding a good potential PhD advisor, strong letters of recommendation (including from master’s advisor and committee members) and evidence of the student’s ability to conduct an independent, original research project. Both the thesis and the project provide evidence of this ability.

Job Qualifications

Job applicants often are asked to provide evidence of writing ability and ability to work independently. Both the thesis and the project provide evidence of this ability.

**THESIS AND RESEARCH PAPER PROPOSAL TOPICS GUIDELINES FOR GAINING APPROVAL**

The following procedures have been established to assure that students make maximum use of the members of their committee as advisors in the formulation of thesis topics and research designs.

1. Identify the problem area. Discuss with major professor and committee members independently.
2. Read to determine existing research on topic.
3. Refine topic. Test problem thrust with major professor, committee members, and other relevant persons.
4. Prepare formal research proposal. (See example formats starting on page 17.) Consult library proposal preparation references for extended discussion.
5. Test your proposal ideas during independent discussions with major professor and committee members.
6. If doing a thesis, reach agreement with major professor as to the format of the proposed thesis (regular or manuscript option).
7. Provide copies of the approved thesis proposal to members of the committee and to the geography program director.
8. As work progresses, keep in contact with your major professor and committee. Submit material for review as drafts are completed.

**SUGGESTED STRUCTURE FOR A MASTER’S RESEARCH PROPOSAL**

The student is asked to prepare a research proposal in order to facilitate discussion of his/her research plans. The proposal must be presented and discussed in a formal proposal meeting attended by the student’s graduate committee. Outlines commonly include the following sections. The lengths listed pertain to double spaced typing and are guidelines, not rigid requirements. Two formats are given below, but major professors may suggest other styles.

**Research Proposal Format #1**

1. Literature review and statement of problem, including main research question(s) (2-6 pages).
2. Significance of the proposed research (1-2 pages).
3. Objectives of the proposed study in order to answer the research question(s) (1/4-1/2 page).
4. Methods of procedure (2-5 pages presented systematically for each objective with emphasis on design, sampling methods and statistical analysis).
5. Literature cited.
6. Time table of significant events in the research project (1/2-1 page). This should include: a) when the study or data gathering was or will be initiated; b) duration of the data gathering (including all field seasons for field projects); c) when the data will be analyzed; d) when the thesis will be written; and e) the expected date for completion of the degree requirements.

Research Proposal Format #2

TITLE: This should clearly indicate the type of study proposed.

INTRODUCTION: This should be a statement of several paragraphs introducing the general subject. (e.g. The controversy over “old growth” is a recent development in the Pacific Northwest. Prior to the early 1980’s, environmental activists focused their energies on the creation and expansion of the Wilderness Preservation System. When resistance to additional wilderness areas stiffened, it became clear to many that the wilderness system was likely to leave a large portion of the virgin timber resources unprotected from the threat of harvest. The debate shifted from wilderness preservation to “old growth” preservation. In support of the claims of environmentalists, scientific research produced evidence which seemed to justify the setting aside of “old growth” as a species protection measure. In particular, it was demonstrated that the Northern Spotted Owl showed a particular affinity to old growth stands. As a result of this, the owl has been designated as an indicator species pointing to the viability of old growth communities. Etc., etc.)

JUSTIFICATION: This is the place where the focal problem area is identified. It should answer the general question: “Where do we need increased understanding?” (e.g. Since the fate of old growth has been tied so closely to the fate of the spotted owl, it is important that the linkage between the two is based on the best science available. The questions recently raised by owl sightings in second growth timber are disturbing to outside observers since they indicate that old growth may not be essential to the survival of the owls. This research is designed to reexamine the linkage between old growth and owls.)

OBJECTIVES: The objectives bring the proposal down to the specific things you intend to accomplish with the proposed research. They should be short statements that are clear and to the point. (e.g. 1) To construct a history of the emergence of old growth as a resource controversy in the Pacific Northwest. 2) To identify... 3) To determine... 4) To estimate... 5) To construct... 6) To develop... 7) To test...)

PROCEDURES: Each objective identified above should be linked to the strategy you intend to use in pursuing the objective. [Objective 1: e.g. The published literature will be searched using a system described by Bigfoot (1901) to identify key actors in the scientific, environmental and governmental communities. As the search proceeds, a cumulative contacts graph will be constructed as described by Susie (1975). When the frequency of new names per article searched approaches the asymptotic limit, the name search will be stopped.

Using the names generated from the published literature, a sample population of names will be drawn using the stratified Wilson method as described by Wilson (1987).

The individuals in the sampled population will be interviewed...]

Objective 2: Etc.

Objective 3: Etc.

SUMMARY STATEMENT: A few paragraphs that bring together the expected significance of the findings is a desirable way to bring to the reader a sense of the importance of the proposed work. If you don’t know why it is important, will anyone else?

TIMELINE FOR WORK: This should give the schedule of work you propose to undertake. Many students have little concept of the time involved in doing research. The timeline helps me judge if the research work can be completed on schedule.
If you systematically organize your proposal in this fashion, then it is easy to approve parts of it and to identify parts that are in need of further work.
DEGREE REQUIREMENT CHECKLIST FOR GEOGRAPHY MASTER’S

1. **Background Requirements**
   Does the audit of your student records specify the need to take any of the following minimum background coursework? If the audit specifies any of these courses, they are to be taken for undergraduate credit early in the program. They may not be audited or taken for graduate credit. They must be taken on a graded basis (not S/U or P/N).

   - GEO 201 - Physical Geography
   - ST 351 - Introduction to Statistical Methods
   - GEO 300 – Sustainability for the Common Good
   - GEO 360 - Cartography

2. **Exit Requirements**
   Does the audit of your student records specify the need to take any of the following exit requirements coursework? The courses listed below may be used to simultaneously meet exit requirements and graduate program requirements.

   **Field work (GEO 548 or substitute approved by major professor)**
   - GEO 548 – Field Research in Geomorphology and Landscape Ecology

   **Physical Geography (choose from below or substitute approved by major professor)**
   - GEO 531 – Applied Climatology
   - GEO 532 – Applied Geomorphology
   - GEO 539 – Topics in Physical Geography
   - GEO 546 – Advanced Landscape Ecology
   - GEO 582 – Geomorphology of Forests and Streams
   - GEO 583 – Snow Hydrology

   **Resource Geography (choose from below or substitute approved by major professor)**
   - GEO 520 – Geography of Resource Use
   - GEO 521 – Humans and Their Wildlife Environment
   - GEO 523 – Land Use
   - GEO 524 – International Water Resources Management
   - GEO 525 – Water Resources Management in the United States
   - GEO 526 – Third-World Resource Development
   - GEO 529 – Topics in Resource Geography
   - GEO 551 – Environmental Site Planning
   - GEO 552 – Principles and Practices of Rural and Resource Planning
   - GEO 553 – Resource Evaluation Methods/EIS

   **Remote Sensing/Image Processing (choose from below or substitute approved by major professor)**
   - GEO 544 – Remote Sensing
   - GEO 566 – Digital Image Processing

   **Geographic Information Systems (choose from below or substitute approved by major professor)**
   - GEO 565 – Geographic Information Systems and Science
   - GEO 580 – Advanced GIS Applications in the Geosciences

   **Statistics (ST 511 or substitute such as GEO 541 approved by major professor)**
   - ST 511 – Methods of Data Analysis
   - GEO 541 – Spatio-Temporal Variation in Ecology and Earth Science
3. **Program Requirements**

The total program must have at least 45 graduate course hours (48 for non-thesis students). The combination of exit, major and minor program requirements must list at least 30 graduate hours in geography including the common set of core classes listed below.

- GEO 501 – Research Paper (3 credits) or GEO 503 – Thesis (6 credits)
- GEO 507 – Seminar: Geographic Research (1 credit)
  [Repeat 3 times; one must be taken concurrently with GEO 515]
- GEO 515 – History and Philosophy of Geography (3 credits)*
- GEO 518 – Geoscience Communication (3 credits)*
- GEO 548 – Field Research in Geomorphology and Landscape Ecology (3 credits)*
- GEO 534 – Field Geography of Oregon (3 credits)* [Highly recommended but not required]
- Professional Experiences (2) □ Research Proposal □ Presentation □ Grant Proposal

Every student must complete a major program of study including at least 27 credits. The major areas of study are geographic information science, physical geography or resource geography. The specific courses selected must meet the approval of the major professor and program director.

A minor program of study is NOT required. However, if a student desires a minor, many are available on the OSU campus, including an integrated minor that combines fields around a student-designated theme (such as physical geography or resource geography). These minors must consist of at least 15 credits. There is also the ecosystem informatics minor at 18 credits and the graduate certificate in geographic information science at 19 credits. The following list is helpful in guiding the selection of geography courses for inclusion in major and minor programs:

**Internship**

GEO 510 – Internship [Three credits of Internship may be used in the graduate program when a student has chosen the non-thesis option.]

**Geographic Information Science**

GEO 541 – Spatio-Temporal Variation in Ecology and Earth Science*
GEO 544 – Remote Sensing
GEO 545 – Computer-Assisted Cartography
GEO 565 – Geographic Information Systems and Science
GEO 566 – Digital Image Processing
GEO 580 – Advanced GIS Applications in the Geosciences*
GEO 585 – Advanced Remote Sensing and Digital Image Processing*
GEO 599 – Special Topics

**Resource Geography**

GEO 520 – Geography of Resource Use
GEO 521 – Humans and Their Wildlife Environment
GEO 522 – Reconstructing Historical
GEO 523 – Land Use
GEO 524 – International Water Resources Management
GEO 525 – Water Resources Management in the US
GEO 526 – Third-World Resource Development
GEO 529 – Topics in Resource Geography
GEO 552 – Principles and Practices of Rural and Resource Planning
**Physical Geography**

- GEO 531 – Applied Climatology
- GEO 532 – Applied Geomorphology
- GEO 534 – Field Geography of Oregon*
- GEO 539 – Topics in Physical Geography
- GEO 546 – Advanced Landscape Ecology*
- GEO 548 – Field Research in Geomorphology and Landscape Ecology*
- GEO 581 – Glacial Geology*
- GEO 582 – Geomorphology of Forests and Streams*
- GEO 583 – Snow Hydrology*
- GEO 593 – Topics in Quaternary Geology

*500-level-only courses. In other departments, related 500-level-only courses are listed below. You may petition the Graduate School to accept a 400/500 course as 500-level-only if you include the syllabus of the course with a clear statement of learning outcomes for graduate students.

- FOR 520 – Advanced Aerial Photos and Remote Sensing
- FOR 521 – Spatial Analysis of Forested Landscapes
- FOR 523 – Quantitative Analysis in Social Science
- FOR 558 – Concepts of Forest Recreation Planning and Management
- FOR 561 – Forest Policy Analysis

- MRM 525 – Special Topics in Marine Resource Management

- OC 678 – Satellite Oceanography

- ST 565 – Time Series and Spatial Statistics

- CS 549 – Selected Topics in Information-Based Systems
- CS 553 – Scientific Visualization
GUIDELINES AND CHECKLIST FOR RESEARCH
PAPER (NON-THESIS) PROGRAM
(Full-time Students)

1. Initial advising and selection of first term classes – before classes begin
   Meet with your advisor for advising, selection and registration of first term classes. Discuss your goals and
   expectations with your advisor.

2. Choose major professor and graduate committee members -- 1st or 2nd term of program
   Confirm agreement with faculty member to serve as your major professor. Select two additional committee
   members and meet to discuss a program of coursework and research direction.

3. Prepare a Program of Study and get approval signatures from appropriate people – before completing 18 credits
   The Program of Study form is available on the Graduate School web site at
   http://oregonstate.edu/dept/grad_school/current/forms.html. Turn in the Program of Study form to Stacey in the
   department office. Stacey will place a copy in your file and send the original to the Graduate School. She can also
   help with gathering signatures. A Program of Study may be changed later by filing a Petition for Change in
   Graduate Program also available at the web page listed above.

4. Prepare research proposal in consultation with your major professor -- 1st, 2nd or 3rd term of program

5. Seek financial support for proposed research -- ongoing

6. Complete courses on program of study -- 4th through 6th terms of program

7. Submit draft of research paper to major professor -- at least one term before final oral examination

8. Revise and resubmit research paper based on major professor’s comments -- at least two weeks before final oral
   examination

9. Submit paper -- at least one week before final oral examination
   When approved by major professor, submit one bound copy of your research paper to the Department of
   Geosciences office and one electronic PDF copy to the Library for ScholarsArchives (see
   http://ir.library.oregonstate.edu/dspace/handle/1957/89 for instructions on how to submit your document).

10. Coordinate with your committee to set a time for your final oral examination

11. Reserve a room for the exam (see staff in the department office for assistance)

12. Schedule your final oral examination with the Graduate School by submitting the exam scheduling form
    available online at http://oregonstate.edu/dept/grad_school/current/forms.html.
    Provide a copy of the scheduling form to Stacey in the department office with the title of your paper.

13. Submit a diploma application (available on the web page listed above) -- 4th term or later but only after research
    paper copies are delivered to the Department of Geosciences and ScholarsArchive@OSU

14. Final oral examination

15. Complete Geosciences exit interview survey and student check-out form (available in the department office).
    Schedule an exit interview with the Department Chair -- prior to leaving campus


GUIDELINES AND CHECKLIST FOR THESIS PROGRAM

(Full-time Students)

_____ 1. See your advisor for advising, selection and registration of first term classes. Discuss your goals and expectations with your advisor -- before classes begin.

_____ 2. Choose major professor and graduate committee members -- 1st or 2nd term of program

Confirm agreement with faculty member to serve as your major professor. Select two additional committee members and arrange for a Graduate Representative through the Graduate School. Convene committee to discuss a program of coursework and research direction.

_____ 3. Prepare a Program of Study and get approval signatures from appropriate people -- before completing 18 credits

The Program of Study form is available on the Graduate School web site at http://oregonstate.edu/dept/grad_school/current/forms.html. Turn in the Program of Study to Stacey in the department office. She will place a copy in your file and send the original to the Graduate School. She can also help with gathering signatures. A Program of Study may be changed later by filing a Petition for Change in Graduate Program also available at the web page listed above.

_____ 4. Prepare research proposal in consultation with your major professor -- 1st, 2nd or 3rd term or program

After approval, circulate proposal to all committee members. Provide a signed copy to department office for your student file.

_____ 5. Seek financial support for proposed research -- ongoing

_____ 6. Complete courses on program of study -- 4th through 6th terms of program

_____ 7. Submit draft of thesis to major professor -- At least one term before final oral examination

Revise as necessary.

_____ 8. Distribute a defendable copy of the thesis to your committee members -- At least two weeks before final oral examination

_____ 9. Coordinate with your committee to set a time and date for your final oral examination -- At least one week before final oral examination

Reserve a room for the exam (see staff in the department office for assistance). Schedule your final oral examination with the Graduate School by submitting the exam scheduling form available online at http://oregonstate.edu/dept/grad_school/current/forms.html. Provide a copy of the exam scheduling form to Stacey in the department office with the title of your thesis. Submit a diploma application (available on the web page listed above). Submit (by hand or email) pre-text pages of your thesis to the Graduate School.

_____ 10. Final oral examination/defend thesis -- 4th term or later

_____ 11. Hand in corrected thesis (unbound) to the Graduate School -- within six weeks after oral examination

Submit final copy in PDF form to ScholarArchives@OSU (see http://ir.library.oregonstate.edu/dspace/handle/1957/89 for instructions). Hand in final BOUND copy to Stacey in the Department of Geosciences.

_____ 12. Complete Geosciences exit interview survey and student check-out form (available in the department office).

Schedule an exit interview with the Department Chair -- prior to leaving campus.